

**GCSE**

**J380**

**GEOGRAPHY A**

Unit A672: *You as a Global Citizen*

**Specimen Controlled Assessment Material**

## INFORMATION FOR TEACHERS

- The enclosed tasks are an example of possible areas of study
- Please refer to Section 3.2 and Section 5 of the specification for further information concerning the task
- The total number of marks for this enquiry is 50.
- This unit consists of two tasks.
- Each candidate's submission should be no more than about 2000 words in total, ie approximately 1000 words per task

This document consists of **3** printed pages.

## The Impact of Our Decisions

Candidates are required to complete two pieces of controlled assessment tasks, at least one of which must involve primary data collection.

The assessment should not exceed 1,000 words for each controlled assessment task.

Teachers should ensure that, where appropriate, candidates have the opportunity to identify for themselves questions or issues and establish appropriate sequences of enquiry. Teachers should ensure that the tasks allow the candidates to demonstrate the ability to make reasoned decisions and to reflect on their learning. Candidates should be enabled to have access to the appropriate level of marks. This may involve setting common tasks or a range of differentiated tasks for a group of candidates.

Both pieces should be assessed together using the marking grid provided.

Candidates may use appropriate communication formats including, for example, presentations, poems, posters, video, oral, reflective journals, thinking skills tasks, fieldwork data collection sheets, research tasks, reports, extended writing, cartoons.

Where candidates have collected information collaboratively, their own contribution to that collection should be highlighted.

### Task 1: Investigate how consumer decisions may have a positive or negative impact on people.

Candidates will investigate how consumer decisions may have a positive or negative impact on people. This may be at a very local scale or global impacts may be investigated and should make reference to how this could change in future.

<i>Enquiry Questions</i>	<i>Key Ideas</i>	<i>Candidates should be able to:</i>
<ul style="list-style-type: none"> <li>What do I buy and why?</li> <li>Why do other people buy similar/different things?</li> </ul>	<ul style="list-style-type: none"> <li>Candidates' own consumption patterns compared with others.</li> <li>Examination of resources which show some of the consequences of these decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what it means to be a consumer and be aware that consumption has different spatial and environmental consequences depending on which alternative choices are made.</li> </ul>

## Task 2: Investigate a local retail area.

Candidates will investigate a local retail area (eg: farmers' market, shopping centre, out of town retail park). Candidates will assess the extent to which the area is sustainable, and will suggest how it could be developed in the future to improve sustainability.

Issues raised may relate to a range of aspects e.g. building and infrastructure design, products sold and accessibility options.

<i>Enquiry Questions</i>	<i>Key Ideas</i>	<i>Candidates should be able to:</i>
<ul style="list-style-type: none"> <li>• How can the lives of producers be influenced by the choices consumers make?</li> <li>• How can individuals contribute to a more sustainable future with their choice of retail area?</li> </ul>	<ul style="list-style-type: none"> <li>• Consumers can change the lives of producers by the decisions that they make e.g. Fair Trade products, small-sale cooperatives</li> <li>• Individuals have responsibilities as global citizens which can be shaped by the decisions that they make</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how where you shop may affect producers and the environment</li> <li>• Explain how their decisions may have a positive or negative impact on people in a variety of locations e.g. food miles, carbon footprints</li> <li>• Suggest how a more sustainable future may be achieved</li> </ul>

The maximum mark for these tasks is a total of 50.

SPECIMEN

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>total</b>
	<b>[0 – 5 Marks]</b>	<b>[6 – 11 Marks]</b>	<b>[12 – 15 Marks]</b>	
<b>AO1</b>	<p>The candidate has some awareness of some of the issues raised by their consumer decisions.</p> <p>The candidate begins recognises that different consumer decisions may have different impacts.</p> <p>The candidate comments at a basic level on the extent to which the chosen consumer landscapes is sustainable.</p> <p>The candidate begins to reflect on the extent to which current and future consumer choices may be sustainable.</p>	<p>The candidate understands the issues raised by their consumer decisions.</p> <p>The candidate recognises and begins to analyse how different consumer decisions may have different impacts on the environment.</p> <p>The candidate begins to evaluate how sustainable the chosen consumer landscape is.</p> <p>The candidate analyses the extent to which current and future consumer choices may be sustainable.</p>	<p>The candidate has a clear knowledge and understanding of the issues raised by their consumer decisions.</p> <p>The candidate analyses and begins to evaluate how different consumer decisions may have different impacts on the environment.</p> <p>The candidate makes a full evaluation of the sustainability of the chosen consumer landscape.</p> <p>The candidate analyses and evaluates the extent to which current and future consumer choices may be sustainable.</p>	<b>/15</b>
	<b>[0 – 7 Marks]</b>	<b>[8 – 15 Marks]</b>	<b>[16 – 20 Marks]</b>	
<b>AO2</b>	<p>With teacher guidance, the candidate displays some understanding of the impacts of their consumer decisions on people and/or the environment.</p> <p>The candidate briefly outlines their own personal views about consumer decisions and begins to justify their opinions</p> <p>The candidate outlines some of the specific changes that they could make that would contribute to a more sustainable future.</p> <p>Interpretations of geographical situations will be basic and tend to be from one perspective.</p>	<p>With limited teacher guidance, the candidate displays a sound understanding of the impacts of their consumer decisions on people and the environment.</p> <p>The candidate describes some of the changes that they could make that would contribute to a more sustainable future.</p> <p>Interpretations of geographical situations will be sound and begin to reflect a number of perspectives.</p>	<p>The candidate displays a clear and detailed understanding of the impacts of their consumer decisions on people and the environment.</p> <p>The candidate fully describes and gives reasons for their own personal views about consumer decisions offering justification for their opinions.</p> <p>The candidate explains fully some of the specific changes that they could make that would contribute to a more sustainable future.</p> <p>Interpretations of geographical situations will be detailed and reflect a range of different perspectives.</p>	<b>/20</b>

	<b>Level 1</b> <b>[0 – 5 Marks]</b>	<b>Level 2</b> <b>[6 – 11 Marks]</b>	<b>Level 3</b> <b>[12 – 15 Marks]</b>	<b>total</b>
<b>AO3</b>	<p>With teacher guidance, the candidate presents a basic investigation of how consumer decisions may have a positive or negative impact on people. The candidate outlines in simple terms some creative ideas for impacts in the future.</p> <p>With help, the candidate identifies geographical questions and recognises the sequence of an investigation. The candidate displays basic skills in gathering and selecting information from a limited range of visual, written and oral sources.</p> <p>With teacher guidance, the candidate presents an organised piece of work. The work shows basic accuracy and clarity. The candidate communicates using simple statements and uses a limited variety of basic presentation techniques.</p>	<p>With limited teacher guidance, the candidate demonstrates a range of enquiry skills and techniques in exploring and analysing consumer patterns. The candidate presents a sound investigation into how consumer decisions may have a positive or negative impact on people</p> <p>The candidate outlines some creative ideas for the future of consumer habits and justifies their plans. The candidate identifies and begins to analyse geographical questions and establishes the sequence of an investigation.</p> <p>The candidate displays a range of skills in gathering and selecting a variety of information from a suitable selection of visual, written and oral sources. The candidate presents a clear and logically organised piece of work, perhaps with some teacher guidance. The work is largely accurate, and some specialist terms are used appropriately. A range of well chosen and suitable presentation techniques is evident, appropriate to both task and intended audience.</p>	<p>The candidate demonstrates a broad range of enquiry skills and well-chosen techniques in exploring and analysing consumer patterns. The candidate presents an accurate and detailed investigation into how consumer decisions may have a positive or negative impact on people.</p> <p>Displaying initiative, the candidate outlines some creative and innovative ideas for the future of consumer habits and justifies and evaluates their plans in detail.</p> <p>The candidate identifies analyses and evaluates geographical questions and issues and establishes an appropriate sequence of an investigation. The candidate displays a broad range of skills in gathering and selecting a wide variety of information from an extensive range of written, visual and oral sources. The candidate produces a piece of work that shows imagination and initiative. The work is accurate, and specialist terms are used adeptly. A wide range of effective and well-produced presentation techniques is evident, appropriate to both task and intended audience.</p>	<b>/15</b>
				<b>/50</b>